**Subject Area Domain**

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| **Desired Results**  Identify desired results  What relevant goals (standards, course or program objectives, learning outcomes) will this design address? | | | |
| **Standard**  **XXXX.N.XX.N.N:** Description  *Cognitive Complexity: Level \_\_, Brief Descriptor* | | | |
| **Supporting Standard(s)**  **XXXX.N.XX.N.N:** Description | | | |
| **Access Point**  **XXXX.N.XX.N.XXNx:** Description | | | |
| **Unpack Standard Concepts**  **Students will know . . .**   * What key knowledge and skills will students acquire as a result of this work? * Underline Nouns/Phrases | | **Unpack Standards Skills**  **Students will be able to . . .**   * What should they eventually be able to do as a result of such knowledge and skills? * Circle Verbs/Verb Phrases | |
| **Prerequisite Knowledge and Skills Within Standard**   * What content and skills are implied? * What specific understandings about them are desired? * What misunderstandings are predictable? | | **Instructional Implications of the Standard**   * What is needed instructionally to ensure student mastery of the standard? * What are the big ideas? | |
| **Learning Goal:**  I can . . . | | **Essential Question(s):**  What provocative questions will foster inquiry, understanding, and transfer of learning? | |
| **IEP Goal:**  I can . . . | |
| **High Probability Barrier(s)**  Significant impact on individual student engagement and learning (e.g., small group & individual instruction, Differentiated Instruction (DI), aligned with learning needs) | | **High Intensity Barrier(s)**  Wide-spread or common barriers that impact many students’ engagement and learning (e.g., integrate strategies that support cognitive processing through academic instruction, DI, provide adequate instructional time) | |
| Instruction: | | Instruction: | |
| Curriculum: | | Curriculum: | |
| Environment: | | Environment: | |
| Learner: | | Learner: | |
| **Instructional Design**  Depending upon the anticipated barriers above, what implications would these have on the design of your lesson(s) regarding this standard. | | | |
| Tier 1 | Tier 2 | | Tier 3 |
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| Specially Designed Instruction | | | |
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| **Assessment Evidence**  Determine acceptable evidence | |
| **Performance Tasks:**   * Through what authentic performance tasks will students demonstrate the desired understandings? * By what criteria will performances of understanding be judged? | **Other evidence:**   * Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results? * How will students reflect upon and self-assess their learning? |
| **Test Item Specs**  (when available) | |
| **Learning Experiences**  Plan learning experience(s) and instruction | |
| **Concrete Understandings**  What learning experiences and instruction will enable students to achieve the desired results? How will the design  **W** = Help the students know **W**here the work is going and  **W**hat is expected? Help the teacher know **W**here the  students are coming from (prior knowledge, interests)?  **H** = **H**ook all students and hold their interest?  **E** = **E**quip students, help them **E**xperience the key ideas and  Explore the issues?  **R** = Provide opportunities to **R**ethink and **R**evise their  understanding and work?  **E** = Allow students to **E**valuate their work and its  implications? | **Representations**  How do we assure the student engagement with the learning aligns with the cognitive complexity of the task? |
| **Resources**  What is readily available or what do we need to plan ahead for to develop our learning experiences and instruction? | **Supports and Scaffolds**  **T** = Be **T**ailored (personalized) to the different needs,  interests, and abilities of learners?  **O** = Be **O**rganized to maximize initial and sustained  engagement as well as effective learning? |